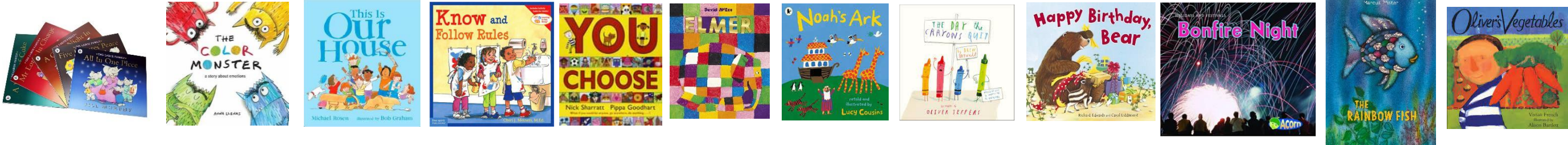



- |  |   |   |  |                   |  |          |  |        |  |                 |  |
|--|---|---|--|-------------------|--|----------|--|--------|--|-----------------|--|
| Autumn Term  |   | Reception and Nursery Curriculum Overview – Marvellous Me (Year B)  |  |                   |  |          |  |        |  |                 |  |
| Link Texts:  |   |   |  |                   |  |          |  |        |  |                 |  |
|    |   |   |  |                   |  |          |  |        |  |                 |  |
| Themes/Interests/Lines of Enquiry:   |   |   |  |                   |  |          |  |        |  |                 |  |
|   |   |   |  |                   |  |          |  |        |  |                 |  |
| Rules and Expectations   |   | Values  |  | Friendships       |  | Feelings |  | Family |  | Keeping Healthy |  |
|  |   |   |  |                   |  |          |  |        |  |                 |  |
| Colours  |   | Celebrations  |  | Cultures/Religion |  |          |  |        |  |                 |  |
| Seasonal Festivals/Celebrations/Events: Completion of EYFS Baseline Assessment in Reception, Bonfire Night (5 <sup>th</sup> November), Remembrance Day (11 <sup>th</sup> November), Christmas, Diwali (24 <sup>th</sup> October), Harvest, Autumn, 'I Can Leaves' Session. |   |   |  |                   |  |          |  |        |  |                 |  |
|  | Development Matters Coverage                | Three and Four Year Olds  |  |                   |  |          | Children in Reception  |        |  |                 |  |
|  |   | <ul style="list-style-type: none"><li>Select and use activities and resources with help when needed.</li><li>Develop their sense of responsibility and membership of a community.</li><li>Be more outgoing with unfamiliar people.</li><li>Show more confidence in new social situations.</li><li>Play with one of more children. Extending and elaborating play ideas.</li><li>Help to find solutions to conflicts and rivalries.</li><li>Increasingly follow rules.</li><li>Talk about feelings using words like happy / sad / angry or worried.</li><li>Begin to understand how others might be feeling</li></ul>  |  |                   |  |          | <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Learn new vocabulary.</li><li>Use new vocabulary through the day.</li><li>Articulate their ideas and thoughts in well-formed sentences.</li><li>Describe events in some detail.</li><li>Develop social phrases.</li><li>Engage in story times.</li><li>Listen to and talk about stories to build familiarity and understanding.</li><li>Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>Learn rhymes, poems and songs.</li><li>Engage in non-fiction books.</li></ul> |        |  |                 |  |
|  | Planned Teaching and Learning Opportunities | <ul style="list-style-type: none"><li>Drawing our own family and talking about who is in our family.</li><li>Asking parents to send in a family photo to display in the classroom.</li><li>Talking about feelings and describing how we feel using the mirrors linked to the colour monster/In my Heart.</li><li>Teaching children to share and take turns when using the different resources with their friends.</li><li>Create a set of classroom rules and discuss the importance of following these.</li><li>Learn how to tidy up the classroom environment and put resources back into the correct places. Discuss the importance of looking after our toys.</li><li>Introduce the values of 'Perseverance', 'Friendliness', 'Kindness' and 'Hope.'</li><li>Introduce the learning posters e.g. Road to Success and 'Miss I'm Stuck' poster. Encourage the children to think about something they would like to learn whilst they are in Reception/Nursery.</li><li>Introduce Yeti and model positive mind set when facing new challenges.</li><li>Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes.</li><li>Encouraging children to share celebrations/special times</li><li>Introducing self-registration feeling pots</li></ul> |  |                   |  |          |  |        |  |                 |  |

CAL	Development Matters Coverage	<ul style="list-style-type: none"> <li>Listen to longer stories.</li> <li>Develop communication</li> <li>Use a wider range of vocabulary.</li> <li>Develop letter sound pronunciation.</li> <li>Start a conversation with an adult or friend.</li> <li>Use talk to organise themselves and their play.</li> <li>Use longer sentences.</li> <li>Understand a question or instruction that has 2 parts.</li> <li>Know some songs / rhymes.</li> <li>Talk about familiar books.</li> </ul> <p>Begin to express a point of view.</p>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs. – Personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing: – regular physical activity – healthy eating – toothbrushing</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>Introduce new vocabulary linked to key themes.</li> <li>Family group activities talking about children's likes/dislikes/interests/similarities/differences.</li> <li>Learn a variety songs/poems/stories and perform using props.</li> <li>Introduce Talk Partners and how to be a successful speakers and listeners. Establish clear expectations of what good speaking and listening looks like (knees to knees, eyes to eyes, looking at the speaker, taking it in turns).</li> <li>Teach, model and practice active listening skills in teaching sessions and within provision</li> <li>Daily story time sessions sharing and discussing a range of texts. Build familiarity of Jackanory stories for end of day story time.</li> <li>Looking at non-fiction books linked to celebrations/individual differences and discussing their features.</li> <li>Model and encourage children to use daily social phrases – e.g. "Good morning, how are you?", answering the register, please, thank you.</li> <li>Listening games e.g. sound bingo, environmental sound walks, instrumental sound games.</li> <li>Singing a variety of songs from the Jackanory list – Nursery rhymes/Christmas songs.</li> </ul>	
PD	Development Matters Coverage	<ul style="list-style-type: none"> <li>Continue to develop their gross motor movement – balancing / riding / ball skills.</li> <li>Climb on apparatus using alternate feet</li> <li>Skip / hop / stand on one leg</li> <li>Use large muscle movements to wave, paint and make marks.</li> <li>Choose the right resources to carry out their plan.</li> <li>Use one handed tools and equipment.</li> <li>Use a comfortable grip with good control</li> <li>Develop preference for a dominant hand</li> <li>Eat independently</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop the skills they need to manage the school day successfully: – lining up and queuing – mealtimes</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>Sharing the rules and expectations for our weekly PE sessions in the hall.</li> <li>Dough Disco sessions – Hand and finger muscle development</li> <li>Fine motor activities – e.g. using tweezers to pick up and move small objects, threading buttons and beads, small peg boards, pipe cleaners and colander.</li> <li>Name writing activities – tracing over name, copying name card.</li> <li>Showing the children how to hold mark making tools correctly (Three friends hold)</li> <li>Brain breaks – Moving in different ways.</li> <li>Focus on gross motor skill development in the outdoor area (use of climbing frames, hills and bridge, group games) and during indoor PE sessions – spatial awareness.</li> <li>Regular reminders about how to use the bathroom so we all stay clean (e.g. flushing the toilet and washing hands with soap)</li> <li>Talk about the school dinner menu each day in Reception- making choices and trying new types of food</li> <li>Healthy eating – encourage children to have a snack, try new fruit/vegetables.</li> <li>Activities around oral health including linked stories and showing the children how to brush their teeth correctly e.g. oral health curiosity cube.</li> <li>Scissor control activities – correct positioning in hand and cutting straight and curved lines.</li> <li>Using tools to explore pumpkins/make potions.</li> <li>Using flags/ribbons/streamers to create firework movements/letter paths</li> <li>Developing core muscle strength and good posture when sitting at a tale/on the floor – animal positions in Kinetic Letters</li> <li>Dressing/underdressing independently e.g. costumes/cardigans/jumpers</li> <li>Sorting food and talking about a healthy diet linked to Harvest</li> </ul>	

Literacy	Development Matters Coverage	<ul style="list-style-type: none"> <li>Understand that print has meaning.</li> <li>Know the names of the different parts of a book.</li> <li>Know that print can has different purposes.</li> <li>Understand page sequencing</li> <li>Know that we read English text from left to right and from top to bottom.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some letters accurately</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>Displaying familiar logos and images in the environment for children to recognise.</li> <li>Modelling how to read a book by going from left to right and top to bottom, turning the pages one at a time during story time sessions.</li> <li>Introducing key vocabulary linked to the different parts of a book e.g. front cover, title, author, illustrator, blurb, index, contents page.</li> <li>Discussing key characters and events in the stories we share together.</li> <li>Rhyming activities e.g. rhyming books, bingo, odd one out.</li> <li>Syllable activities.</li> <li>Daily RWI phonics lessons in differentiated groups.</li> <li>Phonics games – Matching initial sounds to pictures, initial sound bingo.</li> <li>Letters and Sounds Phase One games.</li> <li>Blending games on the IWB – Phonics Play Trash or Treasure/Obb and Bob.</li> <li>Writing linked to role play e.g. shopping lists in home corner, telephone messages, doctor’s notes.</li> <li>Name writing activities - tracing over name, copying name card.</li> <li>Labelling pictures with initial sounds in Reception – Labelling their family pictures.</li> <li>Invitations for a birthday party.</li> <li>Letters from the Jolly Postman.</li> <li>Labelling fireworks using initial sounds or words e.g. bang, pop, crash.</li> <li>Singing nursery rhymes/songs linked to the topic.</li> <li>Writing initial sounds for items they would like for Christmas.</li> <li>Labelling animals linked to Noah’s Ark</li> <li>Labelling pictures from key stories using initial sounds/words</li> </ul>	
Maths	Development Matters Coverage	<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set tells you how many there are in total</li> <li>Show finger numbers up to 5</li> <li>Link numerals and amounts up to 5</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Compare quantities using language: ‘more than’, ‘fewer than’.</li> <li>Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.Combine shapes to make new ones</li> <li>Describe a familiar route</li> <li>Discuss routes and locations</li> <li>Understand position through words alone</li> <li>Make comparisons between objects relating to size and length.</li> <li>Talk about patterns</li> <li>Extend and create patterns</li> <li>Describe a sequence of events, real or fiction</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>



UW	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>• Subitising games – Flashcards, bingo, interactive whiteboard games, dice games, using objects.</li> <li>• Counting different amounts into tens frames.</li> <li>• Identifying and recognising shapes and numerals in the environment e.g. number/shape hunts.</li> <li>• Practising counting as part of daily routines e.g. how many children are here today?</li> <li>• Carefully counting different objects e.g. people into houses, animals, linking elephants.</li> <li>• Comparing groups of objects and using 'more' and 'fewer'. Looking at a number line to identify the relationship between consecutive numbers.</li> <li>• Number of the week – Looking at the numeral, counting objects, tens frames, counting actions, showing number of fingers. Practise writing the number down.</li> <li>• Number formation rhymes to practise writing the numbers correctly.</li> <li>• Numberblocks videos to support recognition and understanding of numbers.</li> <li>• Introduce 2d shapes and talk about their properties.</li> <li>• Using 2d shapes to create pictures</li> <li>• Introducing positional language such as 'in front' or 'behind' and using objects to demonstrate understanding.</li> <li>• Comparing height/shoe size/hair length and begin to order.</li> <li>• Sorting objects by size/shape/colour.</li> <li>• Counting firework sounds using the drum.</li> <li>• Making a potion using different amounts of objects.</li> <li>• Describing a route linked to school/The Jolly Postman</li> <li>• Creating 2d shapes using magnetic shapes</li> <li>• Ordinal numbers linked to daily routines/Noah's Ark</li> <li>• Repeating colour/action/picture/shape/object patterns</li> </ul>	
	Development Matters Coverage	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Talk about different forces they feel</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>• Sharing family photographs – talking about themselves and their immediate family members (how families can be different to each other). Discuss any family member who live in different areas/countries.</li> <li>• Learn about the season of Autumn</li> <li>• Nature walk within school grounds – collecting and taking photos of natural objects/seasonal changes</li> <li>• Talking about the weather daily and how it changes</li> <li>• Exploring the outdoor area - describing what they can see and do.</li> <li>• Harvest time – naming vegetables, how they grow, vegetable tasting.</li> <li>• Making sandwich in a small group (linked to Harvest – following a recipe, talking about changes to ingredients when they are mixed together.</li> <li>• Birthday party/Christmas role play</li> <li>• Diwali – Dressing up and dancing.</li> <li>• Talking about different celebrations/religions and how the children celebrate.</li> <li>• Exploring ICT equipment such as the iPads, Beebots, Digiblu cameras.</li> <li>• Taking photos of the signs of Autumn.</li> <li>• Looking at ice and exploring how this changes.</li> <li>• Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes.</li> <li>• Decorating a Christmas tree together.</li> <li>• Sharing experiences of bonfire night/Christmas.</li> <li>• Snap Science activities linked to seasons.</li> <li>• Exploring how different toys work – push/pull/twist linked to Christmas.</li> <li>• Finding out about different countries linked to Diwali/Noah's Ark</li> </ul>	

EAD	Development Matters Coverage	<ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Explore collections of materials with similar and/or different properties.</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Begin to make sense of their own life-story and family's history.</li><li>• Show interest in different occupations.</li><li>• Explore how things work</li><li>• Talk about different forces they feel</li><li>• Talk about the differences between materials and changes they notice.</li><li>• Continue to develop positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world.</li></ul>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li></ul> <ul style="list-style-type: none"><li>• Create collaboratively, sharing ideas, resources and skills.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Develop storylines in their pretend play.</li><li>• Explore and engagae in music making and dance, performing solo or in groups.</li></ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"><li>• Daily access to creative areas to use a range of materials and media to create pictures and models.</li><li>• Draw or paint a family portrait (selecting own media and materials)</li><li>• Printing and observational drawings of fruit/vegetables linked to harvest- using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots)</li><li>• Daily nursery rhymes and songs.</li><li>• Use collected leaves, conkers, pine cones to create artwork.</li><li>• Dolls house/home corner role play — acting out every day experiences.</li><li>• Representing different emotions using playdough, painting, drawings.</li><li>• Create a representation of the class minibeast to display in FG areas.</li><li>• Listening activities — Discussing different sounds and music.</li><li>• Using instruments to make a song for Gerald to dance to/Diwali</li><li>• Junk modelling a house and decorating using a variety of materials.</li><li>• Firework pictures using different media and materials — e.g. marble painting, toilet roll tube stamps, chalk.</li><li>• Moving in different ways like fireworks to music using ribbons.</li><li>• Charanga music lessons. — Discussing different pieces of music and learning songs with actions.</li><li>• Making a salt dough Christmas decoration.</li><li>• Looking at Kandinsky's art work and creating our own shape pictures.</li></ul>	